

Cleveland State University
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies
UST/PSM 302 – Contemporary Urban Issues, Section 2
Spring, 2004

Meeting Time: 9:45 am – 10:50 am, Monday, Wednesday, Friday
Location: UR 107

Instructor: Dr. Shari Garmise
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Office hours: 11:00 am to 12:am, Monday and Wednesday and by appointment

Course Objectives

This course explores urban life through the lens of race and ethnicity. More specifically, we look at how issues of identity intersect with politics, policy, society, the economy and questions of equity and justice. As we explore race and ethnicity, we will also be developing our practical skills to prepare us for the world of work, and the complex decision-making we will face living in a complex urban world. The course is designed to meet the following learning objects:

Knowledge

- Issues and challenges to Urban America.
- Public policy and politics relevant to race and ethnicity.

Understanding

- Develop an understanding of urban issues and challenges, with an emphasis on race and ethnicity.
- Encourage you to reflect on your opinions and learn to separate and later synthesize what you think with new information, especially opposing opinions.

Skills

- Build communication skills through class participation and class room presentations.
- Strengthen team working skills through group exercises.
- Help you think creatively using multi-source materials and exercises. Students will be required to synthesize from a range of different types of background materials, which also enhances critical thinking skills.
- Enhance writing, research, critical thinking, and analytical skills through writing assignments and final paper.

- Time management through multiple assignments.

Values

- Appreciation of diversity.
- Sense of responsibility for current problems.
- Appreciation for the city.

General Education Requirements

This course fulfills the Writing Across Curriculum (WAC) GenEd university requirement. It also fulfills the African American Experience: Race and Racism and Human Diversity GenEd requirements.

As a WAC course, it is required to meet the following criteria:

- Students write a minimum of 2,000 words in writing assignments.
- Writing assignments must be in at least two separate assignments or drafts. The instructor should give feedback to assist the student in preparing subsequent papers or drafts of papers. The must include feedback in writing. It should not consist entirely of mechanical correction of punctuation and grammar.
- To receive a C or higher, the student must write at a satisfactory level. If a student's writing is weak, but shows understanding of the course material, the student may receive a D, in which case WAC credit will not be received for the course.

Special Needs

Students with special needs or those who require special accommodations when taking exams, completing projects or meeting the attendance requirements should identify themselves to the instructor so that appropriate arrangements may be made.

Course Method

The course uses an interactive teaching method that includes lectures, discussion, and student presentations. The teacher also will use the Socratic method; meaning that students will be asked directly their opinions or thoughts without volunteering. Thus students need to have the reading done for every class.

Grading Criteria

Grades are based on attendance/participation, 1 presentation, 3 writing assignments, a final paper and a final exam. The instructor reserves the right to cancel the final exam if she feels all objectives for the class have been met.

Attendance/Participation

Attendance and participation are required and comprise 15 percent of your grade. Each student is allowed three unexcused absences. After that, five unexcused absences will result in a zero for your attendance/participation grade. As well as participating in class discussion, the participation grade also consists of **handing in two questions developed from the day's assigned reading. When two articles are assigned, there should be one question for each article. Questions are due at the start of every class. Questions will be used as proof of attendance. If you do not hand the questions in, it will be considered an absence.**

Writing Assignments

Each student shall prepare a concept paper based on a topic related to the content of the course. The paper will be divided into three parts. Each section will be handed in separately and receive a grade. I will review each section, indicating how to improve it for resubmission as part of the final paper. At the end of the class, you will submit the revised paper in its entirety. Writing assignments should be submitted in hard copy by 4:00 on the due date.

All assignments must be word-processed, double-spaced with standard one-inch margins and page numbers. Handwritten papers will not be accepted. Points will be taken off for single-spaced papers and reduced margins.

Paper Assignments

Assignment 1: Research Paper Planning (see hand out entitled Creating a WAC research road map)
Page Limit: 2 pages
Must be completed exactly according to the model provided.
Due Date: February 9

Assignment 2: Introduction and either history/problem statement or literature review (1,2)
Use at least four authoritative sources, three of which cannot be from the course required reading list.
Page Limit: 5 pages
Due Date: February 25

Assignment 3: Critical Assessment of Arguments or Independent Argument and Paper Conclusion (3,4)
Page limit: 5 pages
Use at least three authoritative sources, two of which cannot be from the course required reading list.
Due Date: April 5

Assignment 4: Final Paper
Page limit: 10 pages
Due Date: April 23

Optional: This Paper can be revised and resubmitted to improve your grade. Absolute last date for resubmission is May 7.

The final paper must include, on separate pages preceding the main text, a 150 word abstract and a short bio sketch (maximum 100 words). The title of the paper and your student identification number should be placed on the cover page. All pages must be numbered in consecutive order.

The paper must use a minimum of seven reference sources, five of which cannot be from the course required materials. You should use an assortment of articles, books, book chapters, electronic journal articles, reports, data bases (e.g. the census) and internet sources. **If only internet sources are used, points will be deducted from your grade. Note: There is a difference between internet sources and using the internet to find sources.** Books and journal articles available on the internet count as books and journals articles. Newspaper articles may be used but four of the references must be more substantive. You may also use alternative sources, such as literature or film, but they must be assessed critically and they cannot be your only reference sources. Interviews with pertinent agents or agencies will count as a relevant source of information.

You may supply appendices to your paper (e.g. graphs, tables, charts, maps, photos etc..) but make sure they are explained fully in the text. Appendices can comprise rich and creative evidence for your paper but must be thoughtfully analyzed. The appendices should be numbered consecutively (Table 1, Table 2) and be labeled clearly (Percentage of Families Living Beneath the Poverty Line, 1975 to 2000) and must list sources directly beneath the tables, charts or graphs. The source also must be listed in the reference page.

All papers must include a bibliography that lists all references to books, articles, etc...

All papers should be written in standard English, spell-checked and proof read. If you require any help with writing or research methods, you can make an appointment with the Writing Center, Room 321, Main Classroom Building, 687-6981. The Writing Center has writing and research resources on the Web (www.csuohio.edu/writing center).

Students must use proper citation of sources including but not limited to proper attribution of quotations. Plagiarism may result in the student receiving a failing grade. All quotations cited in the text must also be included in the bibliography. Try and keep quotes to a minimum and do not string a number of quotations together. If the quote is under three lines, it should be kept in the main text and identified by quotation marks. Quotes longer than three lines should be extracted and indented 1 to 1 ½ inches from along both margins.

All assignments are due on the specified dates. If the assignments are not handed in on time, papers will lose one point for each day it is handed in late.

Speaking Assignments

Each student will be required to make a formal presentation of their paper to the class. The presentation will be in power point which is available on library computers. The student will present from a podium in front of the class. Each student will have 10 to 15 minutes for their presentation. The student will e-mail me their presentation no later than 3:30 the day before they are to make their presentation.

Required Texts

Steinberg, S. Editor, 2000. Race and Ethnicity in the United States – Issues and Debates. Malden, MS: Blackwell Publishers.

Electronic Reserve

Berliner, D. 2001. Averages that Hide the True Extremes. In The Washington Post, January 28, 2001, B3.

Burman, S. 1995. Introduction: The inevitability of antinomy. In The Black Progress Question – Explaining the African American Predicament 1-22
Thousand Oaks, CA: Sage Publications.

Cose, E. 1993. A dozen demons. The rage of a privileged class – Why are middle –class blacks angry? Why should America care? 53-72. New York: Harper-Collins Publishers.

Cose, E. 1993. Crime, class and clichés. In The rage of a privileged class – Why are middle –class blacks angry? Why should America care? 93-110. New York: Harper-Collins Publishers.

Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York, NY: Farrar, Strauss and Giroux. Chapters 3, 5 and pp. 76-79.

Kingsley, G. Thomas and Pettit, Kathryn. 2003. “Concentrated Poverty: A Change in Course”. Washington, DC: Urban Institute.

Krugman, Paul. 2002. “For Richer” New York Times Magazine. (October 20).
nytimes.com.

Pattillo-McCoy, M.1999. Neighborhood networks and crime. In Black picket fences – Privilege and peril among the black middle class, 68-90. Chicago: The University Press.

Pattillo-McCoy, M. 1999. Growing Up in Groveland In Black picket fences - Privilege and peril among the black middle class, 91-116. Chicago: The University Press.

Portales, M. 2000. Americo Paredes' George Washington Gomez: Educating American Students in Crowding Out Latinos – Mexican Americans In the public consciousness, 82-89.

M. Weinrip, 2003. What Some Much-Noted Data Really Showed About Vouchers, New York Times, NY, 5/7/03.

Final Grades

Final grades will be determined on the following basis:

	<u>Percentage Assigned</u>
Attendance/Participation	15%
Assignment 1: Research Planning	5%
Assignment 2: Introduction (1,2)	10%
Assignment 3: Conclusion (3,4)	10%
Final Paper formal presentation	10%
Final Paper	30%
Final Exam	20%
Total	100%

Class Structure and Assigned Readings

January 21	Introduction
January 23	Skills Lesson: Using the Library Resources for Research Meet in Room RT 502 (Library, 5th floor)

Part 1: Race and Ethnicity: Introduction

January 26	The Changing Face of America and How to Interpret It
January 28	Race, Ethnicity and Science: Is Race Biological? Film in Class Race: the Power of an Illusion, part 1, The Difference between us, Produced and published by California Newsreel, 2003, FMBUR Video Cassette 04278, cassette 1
January 30	Race, Ethnicity and Science: Is Race Biological? Hand in Discussion Questions based on Film.

Discussion of the Film
Last Day to Drop a Course

- February 2 Race, Ethnicity and Science: Culture Clash?
Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York, NY: Farrar, Strauss and Giroux. Chapters 3, 5 and pp. 76-79.
- February 4 Race, Ethnicity and Science: Measuring Progress?
Burman, S. 1995. Introduction: The inevitability of antinomy. In The Black Progress Question – Explaining the African American Predicament 1-22 Thousand Oaks, CA: Sage Publications. (electronic reserve)
M. Weinrip, 2003. What Some Much-Noted Data Really Showed About Vouchers, New York Times, NY, 5/7/03.
- February 6 Race and Ethnicity: The Personal
Cose, E. 1993. A dozen demons. The rage of a privileged class – Why are middle –class blacks angry? Why should America care? 53-72. New York: Harper-Collins Publishers. (electronic reserve)
Pattillo-McCoy, M.1999. Growing Up in Groveland In Black picket fences – Privilege and peril among the black middle class, 91-116. Chicago: The University Press. (electronic reserve)
- Part II: *Race, Ethnicity and Public Policy***
- February 9 Race and Ethnicity: Impacts of Policy
Film: Policy Overview
Race: the Power of an Illusion, part 3, The House we Live In, Produced and published by California Newsreel, 2003
FMBUR Video Cassette 04278, cassette 3
Planning Papers Due
- February 11 Public Policy Basics and Discussion of Film
Hand In Questions about the Film
- February 13 Core Policy Area: Education
Berliner, D. 2001. Averages that Hide the True Extremes. In The Washington Post, January 28, 2001, B3 (electronic reserve)
Portales, M. 2000. Americo Paredes' George Washington Gomez: Educating American Students in Crowding Out

Latinos – Mexican Americans In the public consciousness, 82-89. (electronic reserve)

- February 16 President's Day.
- February 18 Core Policy Area: Concentrated Poverty and income disparity
Kingsley, T. and Pettit, K. 2003. "Concentrated Poverty: A Change in Course" Washington, D.C.: Urban Institute.
Krugman, Paul. 2002. "For Richer" **The New York Times Magazine** (October 20).
- February 20 Core Policy Area: Crime
Cose, E. 1993. Crime, class and clichés. In The rage of a privileged class – Why are middle –class blacks angry? Why should America care? 93-110. New York: Harper-Collins Publishers.
Pattillo-McCoy, M.1999. Neighborhood networks and crime. In Black picket fences – Privilege and peril among the black middle class, 68-90. Chicago: The University Press.

Part III: *Anti-Racist Public Policy.*
All reading assignments for the rest of the class are from the Steinberg book.

- February 23 Chapter 1: Eclipse of Anti-Racist Public Policy
- February 25 Chapter 2: The National Conversation on Race
Assignment 1: Introduction (1,2) is Due
- February 27 Chapter 3: The Racial Division of Labor
- March 1 Paper Review and Group Exercise
- March 3 Paper Review and Group Exercise
- March 5 Paper Review and Group Presentation
- March 8 Chapter 4: The Race Versus Class Debate
- March 10 Chapter 5: The Future of Affirmative Action
- March 12 Chapter 6: Should the Ghetto Be "Dismantled"?
- March 15 to March 20: Spring Recess

March 22	Chapter 7: School Desegregation
March 24	Chapter 8: Racial Districting Hand-outs will be distributed for the next class's reading.
March 26	Anti-Racist Policies Revisited in 2004
Part III:	The Politics of Diversity
March 29	Chapter 9: The Meaning of American Nationality
March 31	Chapter 10: The Melting Pot: Myth or Reality
April 2	Film The Color of Fear [video recording] Producer and Director: Lee Mun Wuh; co-producer Monty Hunter, Publisher: Stir-Fry Productions, Oakland, CA: c1994 FMBUR video cassette 3460. Video will be viewed in class. Last day to withdraw from class.
April 5	Discussion of Film Hand in Questions on the Film. Assignment 2: Conclusions (3,4)
April 7	Review Papers and Group Exercise
April 9	Review Papers and Group Exercise
April 12	Review Papers and Group Presentation
April 14	Chapter 11: The Immigration Debate
April 16	Chapter 12: Multicultural Education
April 19	Chapter 13: Language Politics
April 21	Chapter 14: Self-Segregation on College Campuses
April 23	Chapter 15: Debate Over Identity Politics FINAL PAPERS DUE
April 26	Formal Paper Presentations
April 28	Formal Paper Presentations

April 30	Formal Paper Presentations
May 3	Formal Paper Presentations
May 5	Formal Paper Presentations
May 7	Formal Paper Presentations, Last Day of Class Optional: Last Day to Submit Final Paper Revisions. Receive Take Home Final Exam
May 12:	Take Home Final Due by 5:00. Hard copy only. No e-mail.

Paper Structure One

Cover Page

Bio Sketch

Paper Abstract

1. Introduction, which should do the following:
 - Draw the reader's interest
 - Clearly define your focus through a concise thesis statement or research question stated in the first paragraph
 - Identify your hypothesis, research question and/or assumptions
2. History or elaboration of the topic, which should do the following:
 - Explain the nature of the problem
 - Cover the subject matter addressed (have you provided the reader everything they need to know)
 - Present a convincing and believable argument of your thesis using facts, research and argumentation.
3. Critical Assessment of the issue, which should
 - Discuss and refute opposing positions to your argument.
 - Indicate where the opposing position causes reflection and adaptation of your argument/thesis.
4. Conclusion, which should
 - summarizes the paper and ends it gracefully.
 - be justified by the evidence.

Endnotes (if you choose this citation method)

Bibliography

Example: Boger, John Charles. 2000. "The Kerner Commission Report in Retrospect" in Stephen Steinberg, ed. *Race and Ethnicity in the United States: Issues and Debates*. Malden, MA: Blackwell Publishers, 8-36.

t?" in Stephen Steinberg, ed. *Race and Ethnicity in the United States: Issues and Debates*. Malden, MA: Blackwell Publishers, 223-233.